**EDC 423**

### Informational Text Plan

**Names:** Nicole Hardiman

**Edits in red font**

**Part 1: Text Analysis**

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| Resources | Challenges |
| **Page 10:** Title Page: The title tells the author what the article is going to be about and the genre (nonfiction) because it is about how cheetahs survive in the wild. | **Page 12:** The words, “prey” and “predator” do not have the definitions with them like the other bolded words. |
| **Page 10:** The illustration shows the reader the article is about cheetahs and what a cheetah looks like. | **Pages 12-17:** There are not many transitions between each paragraph. |
| **Pages 12-17:** The organization of the article is coherent and easy to follow. | **Page 14 (Ready, Set, Go!):** Students may not know how fast 50mph is. |
| **Pages 12-13:** The bolded words show the reader they are important and show the definitions of what the words mean. | **Pages 12-17:** Students may not know about the grasslands in Africa, what the environment looks like. |
| **Pages 12-17:** The referents in the text are coherent. The subject of “cheetahs” are mostly referred to as “cheetahs.” And “gazelles” are referred to as “gazelles” so there is no confusion. | **Pages 12-17:** Not many/no variety of connectives throughout the article. |
| **Page 17:** Word Wise: Shows students the definitions of the bolded/important words. | **Page 14:** The idea of a “boat’s rudder” may be confusing. |
| **Page 16:** The last section, “Cheetahs in the Wild,” sums up what the article was about. | **Page 16:** The concept of “death” may be hard to understand. |
| **Pages 16-17:** The diagram on the bottom of the cheetah gives the students a visual of the adaptations given earlier. | **Page 16:** Students would need to infer that it was the cheetah that killed the gazelle. |

**Part 2: Learning Goals**

Main Idea(s)

* A cheetah is one of the world’s most successful predators.
* Every part of a cheetah’s body is an adaptation that makes it a good hunter.
* A cheetah’s eyes have black marks underneath that help it see better.
* A cheetah’s fur is camouflage.
* Cheetahs are the fastest land animal in the world.
* A cheetah’s body is built for speed including: its spine, hips, lungs, legs, feet, claws and tail.
* The cheetah must eat the gazelle quickly before stronger animals try to steal it.

Big Idea(s)

* Animals have adaptations that help them to survive.
* Food chain of predators hunting prey.
* Nonfiction is organized differently from fiction where there are a list of facts instead of a beginning, middle and end.
* The grasslands are located in Africa and are home to the cheetahs.

Learning Goals:

* What are the adaptations of the cheetah that make it a good hunter? Students need to understand:
* Cheetahs have fur that is camouflaged.
* Cheetahs have black markings underneath their eyes that help them see better.
* Cheetahs are the fastest animals in the world.
* What are characteristics of the cheetah that allow it to run fast? Students need to understand:
* Cheetahs have a long, flexible spine that acts like a spring.
* Cheetah’s legs can stretch far in front and back.
* Cheetah’s lungs are larger than those of other big cats.
* Cheetah’s claws are blunt.
* Cheetah’s feet have tough ridges that prevent skidding.
* Cheetah’s tail helps to keep balance.

**Part 3: Planning the Launch (Script your ideas below)**

**Teacher:** Everyone take a minute and think of characteristics that we as humans have that help us to survive…If you’re having trouble, try thinking of parts of the body that we use every day.

**Students:** Hopefully they will come up with answers such as feet that help us walk, eyes that help us see, teeth that help us eat, etc.

The teacher can then give a short introduction on what an adaptation is and then introduce to the students the article they will be reading on cheetahs.

**Teacher:** All of the answers you gave are examples of adaptations. An adaptation is a behavior or body part that helps an animal to survive. Today, we will be reading about cheetahs and the adaptations that have to survive. (This will also activate prior knowledge of adaptations for students who already know something about adaptations).

Then the teacher can hand out a KWL chart and find out what students know about cheetahs and what they want to know, hopefully inferring some adaptations of cheetahs as well.

**Part 4: Planning the Exit**

How will you know if students have met the learning goals that you set?

After reading the article, students can then fill in the section of the KWL chart of what they learned from the article so they are able to see the things they already knew and then the new things they learned. This will also allow the teacher to see what they were able to retain from the article.

While the KWL chart is a good activity for students to fill out before and after reading, a better exit strategy would be a brochure for the students to create on their reading. Since I want the students to comprehend all of the learning goals, as the teacher I can create the topics that will be included in the brochure for the students to fill out. Those topics might be, “Adaptations of the cheetah” and “characteristics that make the cheetah a fast runner,” where the students can then fill in details on adaptations of the cheetah’s body like its fur, eyes, feet and tail that make it a good hunter. Both of these would show the teacher whether or not the students retained and understood the adaptations that cheetahs have that make them successful hunters, including their incredible speed and what helps them with that speed. Creating a brochure, in addition to showing the teacher what the students had learned specific to the learning goals, is also a creative and fun activity where they are allowed to decorate the brochures any way they like. This activity allows the students to share their knowledge in a creative and unique way rather than just answering questions in a standardized test.

**Part 5: Planning Ways to Support Student Interactions with Text Ideas**

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| Page/ending phrase | Questions and responses you expect |
| P. 12, 2nd section: “Every part of a cheetah’s body is an adaptation.” | Q: What is an adaptation?  A: A behavior or body part that helps an animal to survive.  F: How do the adaptations of a cheetah help it to survive?  A: Every part of a cheetah’s body is an adaptation for its survival as a hunter in the grasslands of Africa. |
| P.14, 2nd section: “A cheetah can run at top speed for about 30 seconds.” | Q: How long can a cheetah run at top speed for?  A: About 30 seconds.  F: What does that mean for the cheetah when it is hunting its prey?  A: That the cheetah needs to catch its prey in that amount of time.  F: Or else what?  A: The cheetah will go hungry. |
| P. 14, 3rd section: “To keep up, the cheetah must copy these moves.” | Q: There are many animals that try to escape when the cheetah hunts them. What does the cheetah have to do?  A: The cheetah must copy its prey’s moves.  F: What adaptations allow the cheetah to do that?  A: A cheetah’s claws are blunt and don’t retract and their feet have tough ridges that prevent skidding. |
| P. 16, 2nd section: “Stronger animals like these will try to steal this meal from the cheetah.” | Q: Why must the cheetah eat quickly?  A: Stronger animals will try to steal the cheetah’s meal.  F: What do you think the author wants you to know about the cheetah then? If the cheetah is the predator to the gazelle, but there are stronger animals than the cheetah?  A: That there are better predators in the world than the cheetah. The cheetah is not the best predator. |
| P. 13, 3rd section: “Now it’s harder for the gazelles to see the cheetah.” | Q: How is a cheetah’s fur an adaptation?  A: The cheetah’s fur is camouflage where it blends in with the grass.  F: Why is the cheetah’s camouflage important for his survival?  A: It is important because the cheetah is able to blend in to its surroundings so its prey cannot see it, and then they can hunt and kill the prey for food. |

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| P. 10, Title Page: | Q: Everyone take a look at the cover page. What do you think this article is going to be about?  A: How cheetahs survive in the wild.  F: What might that include? What about cheetahs surviving in the wild.  A: Maybe how they can run fast because the cheetah is running in the picture.  F: Good. Why might the cheetah be running?  A: Maybe the cheetah is running away from another animal.  F: Maybe. What else? What does a cheetah need to survive?  A: The cheetah could be running after another animal for food.  F: Good. Well let’s start reading and find out. |

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| P. 12, 2nd Paragraph: “Its claws are dull and not made for grabbing or holding prey.” | Q: What do you think the word “prey” means?  A: It is something a cheetah holds, so maybe food.  F: What clues does the author give in this first section that might help to figure it out?  A: The author says the cheetah is a strong hunter.  F: And what does a cheetah hunt?  A: Smaller animals.  F: So “prey” could mean smaller animals that the cheetah hunts. Let’s keep reading and see. |
| P. 14, section 1: “The cheetah watches its prey. It waits for the best time to strike.” | Q: Why would the cheetah watch its prey to wait for the best time to strike?  A: Because if the cheetah waits for the prey to be close enough to it, it will be able to catch it.  F: Why does the cheetah have to wait for the prey to be close enough?  A: Because the cheetah can only run at top speed for a short amount of time.  F: It what happens if the cheetah cannot catch its prey?  A: Then the cheetah will go hungry. |
| P.14, Last section: “Its tail is flat. It’s like a boat’s rudder.” | Q: What does the author mean when she says the cheetah’s tail is like a boat’s rudder?  A: That when a cheetah turns, its tail follows in the same direction.  F: What does that do?  A: It keeps the cheetah balanced when it runs.  F: How is this different from other big cats?  A: Other big cats have round, fluffy tails.  F: So what does that mean then for the other big cats? How are they different from cheetahs?  A: They cannot run as well because their tails don’t help in keeping them balanced when they run. |
| P. 16, Last section: “Adaptations make the cheetah a perfect hunter for this place.” | Q: The author says that the adaptations of the cheetah make it a perfect hunter for this place. What place is the author referring to?  A: The grasslands in Africa (p. 12).  F: We read about the adaptations that make the cheetah a good hunter, but how are they helpful specifically in the grasslands?  A: It says the cheetah’s sharp eyes see great distances so it must be a big place.  F: Good. What else?  A: It says the cheetah’s fur blends in with the grass so the grass must be the same color as the cheetah’s fur.  F: Which means what?  A: The cheetah can hide from its prey because its fur is camouflage.  F: Good. Those are all good examples. |
| P. 16, Last section: “All these adaptations make the cheetah an awesome predator.” | Q: So what is the author saying in this last sentence?  A: She is summarizing or concluding the article about the adaptations of a cheetah that make it an awesome hunter.  F: And what did we learn the cheetah’s adaptations were that make it a good hunter?  A: The fur is camouflage so the prey can’t see the cheetah coming.  F: Good. What else?  A: There are markings under the cheetah’s eyes that help it see in the sun.  F: What else?  A: The cheetah’s body makes it the fastest land animal in the world.  F: What parts of the body help it to run fast?  A: The feet, legs, spine, claws, hip bones, tail and lungs. |